DOCUMENT RESUME

ED 476 342 SO 034 535

TITLE	What's It Worth? Unit Plans.
INSTITUTION	United States Mint (Dept. of Treasury), Washington, DC.
PUB DATE	2002-00-00
NOTE	15p.; For additional units on coins, see SO 034 534-536.
AVAILABLE FROM	The U.S. Mint, 801 9th Street NW, Washington, DC 20220. For full text: http://www.usmint.gov/ kids/.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Standards; *Educational Games; Grade 1; Grade 2; *Mathematics; Mathematics Instruction; National Standards; Primary Education; Sciences
IDENTIFIERS	Money

ABSTRACT

This hands-on coin unit is for students in grades 1-2. Students play games and work with coin manipulatives to practice coin and value recognition, finding coin combinations, and adding coins. The unit provides keywords; recommends subject areas and approximate length of time; poses an essential question or problem; provides a unit introduction; outlines four individual lessons ((1) Beat the Bank; (2) Money in the Bank; (3) Going to the Grocery Store; (4) I'm in the Money!); and suggests a culminating activity. Each of the four lessons provides keywords and time duration; offers a brief description; addresses national standards; notes objectives; lists materials needed; outlines a detailed step-by-step procedure for classroom implementation; addresses assessment; and suggests differentiated learning options. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 476 342

1

What's It Worth? Unit Plans

The U.S. Mint
801 9th Street N.W.
Washington, D.C. 20220

http://www.usmint.gov/kids/index.cfm?fileContents=/kids/teachers/lessons.cfm

2002

SO 034 535

BEST COPY AVAILABLE

2

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Unit Plans

What's It Worth?

Description of Unit:

This is a highly hands-on coin unit for students in first and second grade. Students play games and work with coin manipulatives to practice coin and value recognition, finding coin combinations and adding coins.

Keywords:

- Cent
- Coin Combinations
- Coins
- Cost
- Counting
- Dime
- Food Groups
- Math Games
- Money
- Nickel
- Penny
- Price
- Quarter
- Value

Grade Level(s): K-2

Main Subject Area: Mathematics

Additional Subjects:

- Science

Approximate Length of Time: 4-5 30 minute sessions (4-5 days)

Essential Question or Problem:

Can you identify the value of coins and compare coin amounts?

Unit Introduction:

Using coin transparencies or punch-out coins, review with class basic coin values of the cent (penny), nickel, dime, and quarter. Ask students to tell you where people use money in their everyday life and write their ideas on the board.

Individual Lessons:

1. Beat the Bank
2. Money in the Bank
3. Going to the Grocery Store
4. I'm in the Money!

Culminating Activity:

Create Coin Bingo cards for each of the students. This can be easily done using a 5 x 5 grid and then stamping coins in each of the squares. Then laminate for durability. Give each student a bingo card and play like traditional bingo.

Lesson Plans

Beat the Bank

Main Subject Area: Mathematics

Duration of Lesson: 30 minutes

Keywords:

- Cent
- Coins
- Counting
- Dime
- Math Games
- Nickel
- Penny
- Quarter

Brief Description:

Students will play a coin identification game to familiarize themselves with coin values. They will add coin values to determine the game's winner.

National Standard(s):

- Number and Operations

Additional Subject Area Standard(s):

Objectives:

Students will compare numbers between 1 and 100 using manipulatives.

Students will recognize and express the value using cent notation of penny, nickel, dime, and quarter.

Students will add coin amounts together.

Materials (online):

Materials (offline):

For each team you need:

1 small tackle (or similar) box with labels in each section reading 1, 5, 10, and 25 cents

Separate containers of coins for the "Bank"

A handful of play coins of each denomination: cents (pennies), nickels, dimes and quarters placed in a container called the "Bank"

Counters

Math journals

Coins Used in Lesson:

Currently circulating U.S. cents (pennies), nickels, dimes and quarters

Grade Level(s): K-2

Procedures (online):

Procedures (offline):

1. Introduce this activity by reviewing the coin amounts of 25 cents, 10 cents, 5 cents, and 1 cent. Tell the students they will be working in teams and playing a game together.

2. Explain the following rules to the students: A player puts a counter in the tackle box, shakes the tackle box so that the counter lands in one of the coin slots. The player should open the tackle box and read the coin amount aloud. The student should then take a coin or coins equal to that amount from the bank. Each player keeps the coins and play continues for four turns. Then the players count the total amount of coins. The player who has the greatest amount of money wins.

3. Divide students into teams of two to three players and distribute materials to each team.

4. Students can play the game several times. At the end of each game, the students record their total amount for the game in their math journals.

Assessment / Evaluation:

Students can be evaluated on the entries in their math journals. The teacher can also observe students when they are adding their money together.

Differentiated Learning Options:

For more advanced students, label the tackle box with amounts that require the students to assemble different coin combinations.

Lesson Plans

Money in the Bank

Main Subject Area: Mathematics

Duration of Lesson: 30 minutes

Keywords:

- Cent
- Coin Combinations
- Counting
- Dime
- Math Games
- Money
- Nickel
- Penny
- Quarter

Brief Description:

Students will play a game involving the creation of different coin combinations using cents (pennies), nickels, dimes and quarters.

National Standard(s):

- Number and Operations
- Problem Solving

Additional Subject Area Standard(s):

Objectives:

Students will determine coin combinations for specific amounts.

Students will recognize and express the value using cent notation of penny, nickel, dime, and quarter.

Students will add coin amounts together.

Materials (online):

Materials (offline):

For each pair you need:

Coin/value card sets with coin amounts written on one side and the number of coins required to make the combination listed on the other side (i.e. 45 cents — 3 coins) - Make one set and then photocopy for ease and laminate for durability.

A handful of play coins of each denomination: cents (pennies), nickels, dimes and quarters

For each student you need a container to be the "Bank"

Coins Used in Lesson:

Currently circulating U.S. cents (pennies), nickels, dimes and quarters

Grade Level(s): K-2

Procedures (online):

Procedures (offline):

1. Divide class into student pairs and distribute materials to each pair.

2. Explain the following rules to the students: One child chooses a card and names the exact combination of coins that is needed to match what is shown on the card. The student uses play coins to create this coin combination. Their partner checks to make sure the amount is correct. The first student drops the coins into the bank.

3. Play continues until four turns are completed.

4. The students add the money in their banks. The winner is the person with the most money in the bank. (Alternately, the winner could be the student who completed the most turns correctly.)

Assessment / Evaluation:

You can check students' understanding by giving them a worksheet with the same amounts and combinations that were on the cards. Students can record their answers on the worksheet.

Differentiated Learning Options:

For less advanced students, work only with one type of coin denomination at a time. Create cards that only list the coin amounts and have the students build that combination using the coins being discussed.

Lesson Plans

Going to the Grocery Store

Main Subject Area: Mathematics

Additional Subjects: Science

Duration of Lesson: 30 minutes

Keywords:

- Cent
- Coin Combinations
- Cost
- Counting
- Dime
- Food Groups
- Money
- Nickel
- Penny
- Price
- Quarter
- Value

Brief Description:

Students will select low-cost food items from a grocery store circular that reflect each of the six food groups. They will then create coin combinations to show the costs of each of their selected items.

National Standard(s):

- Number and Operations
- Problem Solving
- Communication

Additional Subject Area Standard(s):

- Life science

Objectives:

Students will identify foods in the 6 food groups.

Students will recognize and express the value using cent notation of a cent (penny), nickel, dime, and quarter.

Students will determine equivalent coin combinations for representing specific amounts of money.

Students will add coin amounts together.

Materials (online):

Materials (offline):

Grocery store circulars from the newspaper

1 large piece of construction paper folded into five columns (per student pair)

Play coins, coin stamps or stickers

Food guide pyramid

Coins Used in Lesson:

Currently circulating U.S. cents (pennies), nickels, dimes and quarters

Grade Level(s): K-2

Procedures (online):

Procedures (offline):

1. Begin this activity by introducing or reviewing the six food groups to your students.

2. Divide your class into pairs and have each pair examine grocery store circulars from the newspaper.

3. Have each pair choose one item that fits in each of the food groups. The pairs should cut out the items they select, along with their price tags.

4. Distribute a piece of construction paper to each pair of students.

5. Have each pair label the columns of their construction paper with the

names of the different food groups.

6. The students should then glue their pictures with the prices into the appropriate columns.

7. Give each pair a set of play coins, coin stamps, or coin stickers. Have each pair display the coin combination that is equal to the cost of each item (If the students are using coin stamps or stickers, they should place them under the picture of the food item. If the students are using play coins, they should lay the coins out below the picture, and then trace the coins, labeling the traced circle with the coin's value.)

Assessment / Evaluation:

Students can be evaluated on their posters. They can be evaluated on correct placement of their pictures in the five columns and the coin values they stamped.

Differentiated Learning Options:

Students could create an additional set of coins equal to the value of the amount listed in each column (showing a different way to make that amount).

Students can add the cost of the items in each column to find a total cost for the foods that they selected.

Students could select other pictures from the circular, place them in the correct columns and follow the procedures from above. Total the cost of each column and create that amount using the smallest coin combination possible.

Lesson Plans

I'm in the Money!

Main Subject Area: Mathematics

Duration of Lesson: 30 minutes

Keywords:

- Cent
- Coin Combinations
- Counting
- Dime
- Math Games
- Money
- Nickel
- Penny
- Quarter

Brief Description:

Students will play a game in which they count out the coin costs for different labeled classroom items.

National Standard(s):

- Number and Operations
- Measurement

Additional Subject Area Standard(s):

Objectives:

Students will recognize and express the value using cent notation of a cent (penny), nickel, dime, and quarter.

Students will add coin amounts together.

Students will recognize math being used in everyday life.

Materials (online):

Materials (offline):

1 bag of change for each student (these can be plastic coins or coin reproducibles)

Coins Used in Lesson:

Currently circulating U.S. cents (pennies), nickels, dimes and quarters

Grade Level(s): K-2

Procedures (online):

Procedures (offline):

1. Label a variety of items around the classroom with price tags listing different values.

2. Have students walk around the classroom and take a tour to see the different items for sale and their prices.

3. Distribute a bag of money to each student.

4. Call on a student to select an item to buy.

5. Instruct everyone in the class to count out the price using their own coins.

6. Review each student's work. Those who have it correct win a round.

7. Continue to play in this manner until a student has five straight wins. Display the winner's name on the board under the heading "I'm in the Money".

Assessment / Evaluation:

The teacher can observe how students are doing after each round of the game. Students can record their answers and draw the amount of money using pictures of coins.

Differentiated Learning Options:

Students can create their own game with the items in the classroom.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
X	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").